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GUIDELINES FOR SPECIAL EDUCATION ADVISORY COMMITTEES.

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DEVELOPED TO GUIDE COUNTY ADVISORY COMMITTEES IN SHORT AND LONG RANGE PLANNING OF IMPROVED SPECIAL EDUCATION SERVICES TO EXCEPTIONAL CHILDREN, THE MANUAL PRESENTS INFORMATION ON THE FOLLOWING TOPICS--(1) STEPS TO FOLLOW WHEN PREPARING THE COUNTY PLAN, (2) CRITERIA FOR APPROVAL, (3) ESTIMATED PREVALENCE RATES UPON WHICH TO PLAN, (4) AGE, CATEGORY, AND POPULATION BASE NEEDED FOR SPECIFIC KINDS OF SERVICE, (5) GUIDELINES FOR LONG RANGE PLANS, (6) STAFFING AND HOUSING, AND (7) SPECIFICATIONS FOR SPECIAL EDUCATION DISTRICTS OR JOINT AGREEMENTS TO PROVIDE COMPREHENSIVE SPECIAL EDUCATION SERVICES. IN ADDITION TO A LIST OF THE MEMBERS OF THE STATE ADVISORY COUNCIL ON EDUCATION OF HANDICAPPED CHILDREN, THE APPENDIX GIVES STATISTICAL INFORMATION BY ILLINOIS COUNTIES ON THE ESTIMATED NUMBERS OF CHILDREN WITH EACH KIND OF EXCEPTIONALITY BASED ON 1958 POPULATION FIGURES. (DF)

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SPECIAL EDUCATION

GUIDELINES

for

COUNTY ADVISORY COMMITTEES

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RAY PAGE

Superintendent of Public Instruction

State of Illinois

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GUIDELINES FOR

SPECIAL EDUCATION ADVISORY COMMITTEES

FOREWORD

The Constitution of Illinois charges the General Assembly with the responsibilty of providing for a "thorough and efficient system of free schools . . ." Section 14-8.01 of the School Code states:

> All special educational facilities shall be under the supervision of and subject to the approval of the Superintendent of Public Instruction. The Superintendent of Public Instruction with the advice of the Advisory Council shall prescribe the standards and make the necessary rules and regulations including but not limited to establishment of classes, training requirements of teachers and other personnel, eligibility and admission of pupils, the curriculum, class size limitation, housing, transportation, special equipment and instructional supplies, and the application for claims for reimbursement.

The guidelines contained in this publication, recommended by the Advisory Council on Education of Handicapped Children, September 16, 1965, are intended to guide county Special Education Advisory Committees in their efforts to accelerate the growth of special education in Illinois.

The Superintendent of Public Instruction urges all school districts to participate in this program. During the next four years, school districts will have an unprecedented opportunity to assist and support their county Special Education Advisory Committee to devise a plan whereby a "good common school education" will become a reality for the thousands of handicapped children in the State of Illinois.

Ray Page
Superintendent of Public Instruction

INTRODUCTION

This manual has been written to assist County Advisory Committees in the formation of a comprehensive plan whereby all handicapped children resident in the county may receive a good common school education. Three basic criteria for the approval of an acceptable plan are presented with explanatory material.

In addition to these guidelines County Advisory Committees will need to be well acquainted with the ***Special Education Rules and Regulations.*** The ***Illinois Directory Health, Education and Welfare Resources*** provides a source of information concerning state, county, and local facilities. Additional materials will be mailed to the County Superintendent from time to time. Request for materials, speakers, and assistance should be referred to the Department of Special Education.

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CHAPTER I

Steps to Follow When Preparing the Plan

STEPS	*Steps should be completed no later than:*
1. Organize Committee	
(a) Appoint committee	
(b) Elect chairman	
(c) Select operating procedures	
(d) Discuss duties	January 1, 1966
2. Prepare Background Information	
(a) Survey existing facilities in county	
(b) Estimate numbers of children in all categories	
(c) Study school census	April 1, 1966
3. Prepare Tentative Plan	
(a) Collect additional information as needed	
(b) Determine needs	
(c) Consider methods to meet needs	
(d) Circulate tentative plan to all school districts in county	January 1, 1967
4. Write Plan	
(a) Seek approval of districts	
(b) Submit to Advisory Council	July 1, 1967

CHAPTER II

Criteria for Approval of Plan

Criterion 1

The plan must include comprehensive provisions for all ages and all categories included in the law.

Criterion 2

The plan must make adequate provisions for the organization, administration, supervision, and financing of special education facilities for all handicapped pupils in the county.

Criterion 3

The plan must include provisions for the orderly development of a total sequential program including staffing and housing within a reasonable period of time.

CHAPTER III

Prevalence Rates

The prevalence rates in Table 1 indicate the number of children in the major special education categories that should be found in any given pupil population. These rates are estimates based on recent reports in the literature, the Illinois Census of Handicapped Children conducted in 1958 and 1962, and the number of children known to be in existing programs of special education.

The view of the Department of Special Education Staff is that all County Advisory Committees may use these estimated prevalence rates with the assurance that there may be more handicapped pupils in the county than are reflected in these rates and that there will rarely be less.

Prevalence Rates

Table I

	Number of Children Per School Population K-12				
	Rate[1]	1,000	10,000	15,000	20,000
Speech	.05	50	500	750	1,000
Socially Maladjusted[2]	.03	30	300	450	600
	.02	20	200	300	400
Educable Mentally Handicapped	.02	20	200	300	400
Learning Disorders	.01	10	100	150	200
Emotionally Disturbed	.01	10	100	150	200
Physically Handicapped Home and Hospital	.0025	2.5	25	37	50
Trainable Mentally Handicapped	.002	2	20	30	40
Physically Handicapped Classes	.001	1	10	15	20
Deaf[3]	.001	1	10	15	20
Partially Sighted	.0006	.6	6	9	12
Multiply Handicapped[4]	.0005	.5	5	7	10
Blind	.0003	.3	3	4	6

[1] To find the number of children in a given area, multiply the rate times the school population.

[2] Socially Maladjusted—The total rate is .05. Of this number .02 need intensive teacher and pupil personnel services, and .03 need pupil personnel services only. Districts must plan for both groups.

[3] Hard of Hearing included in Deaf and Speech.

[4] Multiply Handicapped—Rate .0005 refers to physically handicapped-mentally retarded only. Other types included in area of major handicap.

CHAPTER IV

Age, Category and Population Base

The number of children predicted for some programs will appear to be out of line until a variety of services are considered. Planning must consider many types of services and not be limited to the concept of special classrooms.

The term "classes" as used in this document will refer to groups of children needing the services of a special teacher. Such "classes" may include children assigned to the special education classroom teacher, itinerant teacher, resource teacher, individual tutor, part-time teacher, therapist, etc.

Categories and Ages

Planning committees should provide for:

Ages 3-21	Ages 5-21
Physically Handicapped	Speech Defective
Multiply Handicapped	Socially Maladjusted
Blind	Educable Mentally Handicapped
Partially Sighted	Learning Disabilities
Deaf	Emotionally Disturbed
Hard of Hearing	Trainable Mentally Handicapped

Pre-School Programs

The law provides, in some categories, for educational services to children as young as three years of age. Such programs may take the form of:

(a) *Pre-School Classes* — for one category where the number of children is sufficient. (e.g. pre-school classes for deaf children)

(b) *Diagnostic Classes* — undifferentiated as to category, should be established in areas where not enough children of any one type are resident within a reasonable geographic area. The children would receive special services, self-help skills, social experiences, and a continuous and comprehensive diagnostic study.

(c) *Visiting Teacher* — the visiting teacher may be a nursery school teacher, special teacher, psychologist, social worker, nurse, therapist, or other school personnel depending on the needs of the individual child.

High School Programs

Article 14, Section 14-6.01 states that after July 1, 1966, high school districts are financially responsible for handicapped pupils resident in their districts when such pupils have reached age 15, but may admit such pupils into special education facilities without regard to graduation from the eighth grade after such pupils have reached the age of 14½. In individual cases, based on a case study, it might be desirable to have a child older than 14½ in elementary facilities. In general, children ages 15 and over are expected to be in high school facilities.

Special education for the most part has been an elementary school service; although in recent years, the high schools have begun to assume their responsibility for exceptional children. Approximately one-third of the total school enrollment is of high school age, and there is reason to believe that one-third of all handicapped pupils will be found in high schools when appropriate programs are provided.

Population Base

In most cases a special education district with a K-12 pupil population base of less than 15,000 students will not have sufficient numbers of handicapped children to maintain a comprehensive special education program. In determining the pupil population base, Advisory Committees should include parochial and private school populations. The handicapped pupils in such populations should be included in the county plans. Any services offered must be provided within the framework of the public schools. The population of three and four year olds must be considered, in addition to the K-12 population.

Program References

The following programs are included in special education. Short descriptions are included in the September 1964 issue of the *Illinois Journal of Education. Special Education Rules and Regulations* should be used as the official guideline in establishing programs.

	PAGE NUMBER	
	Illinois Journal	Rules
Physically Handicapped	18	7
Blind	20	29
Partially Sighted	22	23
Deaf and Hard of Hearing	24	18
School Social Work	26	34
Socially Maladjusted Learning Disabilites Emotionally Disturbed	28	38
Educable Mentally Handicapped	31	42
Trainable Mentally Handicapped	33	47
Speech Correction	35	51
Multiply Handicapped	37	56
Psychological Services	39	60
Special Transportation	41	69
Administrators and Supervisors		71

CHAPTER V

Guidelines for Long Range Plans

The following guidelines are considered essential for the establishment of a good plan. They are outlined below to emphasize features of program planning not generally covered in Special Education.

Rules and Regulations

GENERAL ESSENTIALS

(1) Plan programs beginning at primary level and extending through high school.

(2) Provide for specialized supervision.

(3) Plan for high school programs to include services of pre-vocational coordinators, vocational counselors, and cooperative arrangements with the Division of Vocational Rehabilitation.

(4) Consider the services of facilities operated by the Department of Children and Family Services and the Department of Mental Health. A statement regarding the use of such facilities will be made available.

(5) Show relationships to other school personnel such as special reading consultants, curriculum directors, and special subject supervisors.

THE RETARDED

Educable Mentally Handicapped — Ages 5-21

(1) Four or five elementary classes located geographically to simplify transportation and administration are considered as minimal.

(2) Approximately 40 children are needed for a comprehensive high school program.

Trainable Mentally Handicapped — Ages 5-21

(1) A minimum of three classes is considered essential.

(2) Provisions may be made to operate a sheltered workshop or to enter into a cooperative arrangement with a sheltered workshop subsidized by the Department of Mental Health.

(3) Non-certified assistants may be employed. (class size may be increased from 10 to 15)

THE MALADJUSTED — Ages 5-21

Including (a) Socially Maladjusted, (b) Learning Disorders, and (c) the Emotionally Disturbed.

(1) Classes must be provided as needed. (Note definition of "classes" on page 8)

(2) Out-of-school children under this classification must be provided educational services.

(3) The services of social workers, psychologists, and school nurses are vital for successful program operation.

(4) Mental health centers, maternity homes, detention homes, and other facilities serving maladjusted children are an integral part of the program.

(5) Psychiatric consultive services for the programs for emotionally disturbed children are required.

PHYSICALLY HANDICAPPED — Ages 3-21

General

(1) Non-certified personnel may be employed to assist the teacher in any of the sub-classifications under the program for physically handicapped children. (Section 14-1.02)

(2) The kind and scope of programs for three to five year olds should be carefully planned.

(3) Various therapies such as physical therapy, occupational therapy, and speech therapy should be provided by the public schools; however, physical and occupational therapy if available in hospitals, or private or public agencies may be utilized.

Physically Handicapped

(1) A pre-primary, elementary, and secondary program is considered minimal.

(2) Since a base population of 15,000 is generally not sufficient for a minimal program, joint planning is indicated.

Visual Problems

(1) A minimal program would include one itinerant teacher.

(2) Joint planning to provide a greater population base may be necessary.

(3) Reader and braillist services are essential.

Hearing Problems

(1) Six classes at the elementary level in addition to a pre-school class and a supervisor are considered essential.

(2) Counties in which there is a Public Health District should cooperate with this agency.

(3) Since a population base of 15,000 is not sufficient for a minimal program, joint planning is indicated.

SPEECH

(1) Of the total number of speech correctionists needed for a county, approximately three-fourths will be needed in the elementary schools and one-fourth in high schools.

(2) Students in special "classes" may qualify for and benefit from speech correction.

Multiply Handicapped

(1) The guidelines listed under general essentials for the physically handicapped apply to this area.

(2) Planning for the physically handicapped-mentally retarded may need to be done on a regional basis.

(3) Other types of multiply handicapped children may be cared for by improved existing programs. (Example—improvement of trainable facilities to include physically handicapped trainable.)

Psychologist

(1) One psychologist per 5,000 school population will be able to provide minimal service.

(2) In special education districts or joint agreements, all psychologists should be responsible to the director of special education and to the chief psychologist.

Social Workers

(1) One social worker per 4,000 school population is considered minimal.

(2) In special education districts or joint agreements, all social workers should be responsible to the director of special education and to the chief school social worker.

Supervisors

(1) When a special education district has 10 or more professional workers in one area such as the mentally retarded and the total special education staff exceeds 20, districts should consider hiring a specialized supervisor. Categories may be combined such as: Physically Handicapped, Home Instruction, and Blind, or Deaf, Hard of Hearing, and Speech Correction, etc.

(2) Adequate supervision is an essential feature of a comprehensive program.

(3) Regular school administrators and other educational personnel have the same supervisory duties for special education students as for any other students in the school.

Administrator

(1) An administrator should be appointed initially as acting director until such time as a director may be employed.

(2) A director may be employed at any point in the development of a program.

(3) Considering the professional competencies of approved directors, it would be to the district's advantage to avail themselves of such services in the early stages of program development.

CHAPTER VI

Staffing and Housing

A. STAFFING

(1) Recruitment should begin now with an active program of education in the high schools.

(2) Exceptional elementary teachers in the system may be encouraged to take advanced training in special education.

(3) The advice and assistance of community groups should be encouraged regarding recruitment, non-certified personnel, and volunteers.

(4) Table 2 indicates the approximate number of staff members needed for a base population of 15,000.

(5) Advisory Committees will need to determine:

a. The number of services already being provided.

b. The number and kinds of services needed. (Based on total number of children needing service.)

c. The number of professional personnel needed to provide the service.

(6) A chart should be constructed to show present services and services to be added.

(7) Priority for implementation should be established.

B. HOUSING

(1) A chart should be constructed indicating present housing and plans for future housing.

(2) Plans indicating the use of "galloping classrooms" as they become available on a year by year basis will not be viewed with favor. Classrooms should be permanent in nature and moved only as special education program growth dictates or population shifts. Portable classrooms may be used on a temporary basis during transitional periods.

(3) Each district within a special education district or joint agreement should contribute a proportional share of the housing.

(4) Plans for special education housing should be included in all new building programs to insure an adequate supply of rooms to maintain program growth. Since school districts have four years before special education becomes mandatory, the pattern of building K-6 elementary schools with only 14 rooms should be modified to include at least two special education classrooms in each such unit.

(5) Since a "class" is defined as a group of children needing the services of a teacher, it does not follow that a classroom will be needed for each class. Housing will include traditional classrooms, smaller rooms for resource and itinerant teachers and offices. In some cases, housing will be obtained through judicious scheduling rather than acquisition of new classrooms.

Table 2

Number of Professional Workers Needed
for a Base Population of 15,000 (K-12)

	Rate	No. of Pupils	No. of Professional Personnel
Educable Mentally Handicapped	.02	300	20-22
Socially Maladjusted	.02	300	15-20
Emotionally Disturbed	.01	150	15-20
Learning Disorders	.01	150	15
Speech	.05	750	7-10
Supervisors			3- 6
Social Worker	1 per 4,000 school population		4
Psychologist	1 per 5,000 school population		3
Trainable Mentally Handicapped	.002	30	2- 3
Physically Handicapped Classes	.001	15	2
Deaf	.001	15	1- 3
Multiply Handicapped	.0005	7	1- 2
Physically Handicapped Home and Hospital	.0025	37	*
Blind	.0003	4	1
Partially Seeing	.0006	9	1
Director			1

*Depending on full-time or part-time personnel.

CHAPTER VII

Special Education Districts and Joint Agreements

House Bill 1407 does not specify any particular administrative structure or size of pupil population base necessary for a comprehensive program of special education; however, it is the professional view of the Department of Special Education, Office of the Superintendent of Public Instruction and the State Advisory Council on Education of Handicapped Children that a pupil population base of less than 15,000 will not provide sufficient numbers of handicapped children to establish comprehensive programs.

Definition

(1) A *special education* district may be a local district of 15,000 or more school population containing at least one high school and its underlying elementary districts.

(2) A *special education* district may be a combination of local districts with the above characteristics who by joint agreement provide for all or nearly all of the special education needs of the member districts.

(3) A *joint agreement* may be two or more special education districts who jointly provide for one type of handicapped child where prevalence rates are too low to permit comprehensive services within any one special education district.

Size

Most school districts and many counties in this state have a pupil population base of less than the 15,000 school population which is considered essential for a comprehensive program. A special education district composed of a number of these local districts or counties would seem to be the logical organizational pattern.

Essential Features

The following comments refer to special education districts composed of more than one local district and to joint agreements.

(1) A written contract is approved by each member district.

(2) The contract lists the name and number of each district.

(3) Provisions are generally made for the addition or withdrawal of members.

(4) Provisions for amendment of the contract should be made.

(5) The financial plan is included in the contract.

(6) The administrative plan generally includes a board to establish policy and conduct official business and an executive committee to attend to day-to-day details.

(7) The actual administration of the special education district should be delegated to an approved Director of Special Education.

(8) One district is designated as the administrative district.

APPENDIX

ADVISORY COUNCIL ON EDUCATION OF HANDICAPPED CHILDREN

MRS. GORDON HALLSTROM, *Chairman* ..... 1 year
2424 Eastwood Street
Evanston, Illinois

DR. SAMUEL A. KIRK ..... 4 years
Institute for Research on Exceptional Children
210 Education Building
University of Illinois
Urbana, Illinois

MR. ROBERT B. MADES ..... 6 years
Superintendent of Schools
Kane County
Court House Annex
Geneva, Illinois

DR. JOHN T. GUNNING ..... 3 years
Superintendent of Schools
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MR. L. D. VUILLEMOT ..... 5 years
Director of Special Education
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MRS. FRANCES SEIDMAN ..... 7 years
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Assistant Superintendent, Special Education
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Director

Represented by
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MR. CYRIL H. WINKING
Director

Represented by:
LEE A. IVERSON, *Chief*
Division of Children's Schools
Department of Children and Family Services
404 State Office Building
Springfield, Illinois

NUMBER OF CHILDREN WITH EACH EXCEPTIONALITY, BY COUNTY, ILLINOIS, 1958

KIND OF EXCEPTIONALITY

County	Physical Handicap	Speech	Hearing	Vision	Social or Emotional Handicap	Trainable	Educable	Slow Learner	Multiple Handicap
TOTAL ILLINOIS	15,253	77,504	9,949	20,209	52,772	4,351	34,097	105,694	23,103
Adams	53	604	67	91	504	70	237	890	349
Alexander	42	53	17	44	46	15	33	226	40
Bond	34	116	21	40	72	14	53	294	38
Boone	78	231	28	47	204	17	56	375	114
Brown	3	32	6	7	55	17	38	179	13
Bureau	91	258	55	241	373	33	119	658	105
Calhoun	11	48	10	26	23	7	20	213	18
Carroll	46	179	39	73	187	9	74	444	93
Cass	37	106	22	36	142	17	69	433	89
Champaign	182	1,414	181	328	901	43	558	1,625	446
Christian	82	431	71	178	292	13	220	827	261
Clark	38	261	18	35	222	19	108	533	64
Clay	8	27	6	11	14	3	24	87	1
Clinton	42	162	60	112	81	16	55	421	13
Coles	123	470	96	120	215	37	186	814	205
Cook	5,291	29,466	3,044	6,301	20,437	1,354	15,984	19,871	6,888
Crawford	100	265	34	234	174	2	60	300	35
Cumberland	31	61	30	63	59	19	55	262	49
DeKalb	60	510	41	65	458	145	168	703	243
DeWitt	54	109	99	62	222	9	64	457	79
Douglas	80	283	62	125	272	13	70	536	211
DuPage	639	4,529	375	478	2,167	69	495	2,979	689
Edgar	93	311	92	220	209	24	95	508	113
Edwards	...	112	3	5	20	3	21	114	1
Effingham	103	238	28	126	251	11	155	523	168
Fayette	35	209	75	91	165	16	79	352	170
Ford	44	209	26	73	171	10	68	314	41
Franklin	70	389	60	140	332	35	189	801	107
Fulton	149	296	70	233	353	17	149	784	116
Gallatin	22	80	34	145	114	14	74	340	121
Greene	44	131	25	43	110	15	77	355	99
Grundy	39	184	25	25	84	28	62	289	17
Hamilton	11	23	5	12	15	8	15	132	4
Hancock	54	174	64	66	83	7	136	399	65
Hardin	2	11	24	52	...	1	5	...	...
Henderson	12	70	14	15	50	11	55	202	7
Henry	82	292	73	77	350	28	191	1,094	148
Iroquois	58	193	38	112	227	53	119	831	104
Jackson	127	369	73	171	432	35	199	930	205
Jasper	39	75	28	28	39	10	57	256	39
Jefferson	35	257	41	91	127	18	115	664	54
Jersey	7	526	4	8	46	13	63	607	...
JoDaviess	31	102	32	36	103	14	50	335	103
Johnson	17	30	11	12	10	8	48	101	...
Kane	396	2,407	248	785	1,821	113	645	3,683	754
Kankakee	139	1,099	164	199	448	49	359	1,700	454
Kendall	37	104	19	40	72	2	36	294	89
Knox	197	766	96	174	607	15	291	1,007	300

KIND OF EXCEPTIONALITY

County	Physical Handicap	Speech	Hearing	Vision	Social or Emotional Handicap	Trainable	Educable	Slow Learner	Multiple Handicap
Lake	534	2,317	307	781	1,668	75	784	3,678	704
LaSalle	172	1,252	128	234	688	64	378	1,867	254
Lawrence	36	97	42	29	40	12	47	205	15
Lee	150	214	68	131	143	29	104	559	108
Livingston	50	268	35	110	222	14	148	758	73
Logan	50	206	38	93	226	5	77	421	33
McDonough	74	327	25	43	211	23	98	415	120
McHenry	135	696	92	197	679	40	166	1,239	108
McLean	161	1,003	82	174	1,084	47	296	1,849	342
Macon	180	1,586	109	149	979	24	588	2,736	290
Macoupin	98	469	63	170	239	33	141	759	154
Madison	509	2,329	237	645	1,350	93	969	4,017	591
Marion	96	273	46	95	160	28	184	743	93
Marshall	14	61	8	64	55	9	65	288	44
Mason	15	125	8	26	29	38	88	247	26
Massac	21	49	54	68	74	11	95	225	3
Menard	14	144	30	55	36	10	51	271	90
Mercer	24	95	18	36	71	6	58	271	18
Monroe	53	197	51	126	67	5	42	365	64
Montgomery	56	202	58	235	44	31	125	238	12
Morgan	45	392	41	40	219	24	211	693	105
Moultrie	53	221	27	53	142	3	69	274	86
Ogle	29	195	49	76	280	13	94	652	67
Peoria	276	1,334	150	427	683	82	740	3,037	280
Perry	35	143	139	32	108	23	46	338	33
Piatt	30	142	33	15	102	8	59	402	53
Pike	46	171	45	37	204	36	84	545	143
Pope	10	23	14	60	21	2	3	98	5
Pulaski	37	80	22	43	134	25	71	322	119
Putnam	14	39	2	7	68	4	26	82	7
Randolph	65	191	41	47	136	37	107	660	46
Richland	28	103	23	20	88	7	97	377	101
Rock Island	294	1,926	162	329	915	55	347	2,286	429
St. Clair	345	1,909	293	785	1,450	263	1,251	4,755	1,369
Saline	34	223	52	194	165	29	127	582	184
Sangamon	173	1,778	192	230	704	102	569	2,097	381
Schuyler	12	44	4	8	33	...	30	218	41
Scott	2	31	17	2	19	7	40	125	2
Shelby	52	191	46	93	156	22	88	475	128
Stark	20	34	12	24	24	2	16	113	12
Stephenson	85	723	39	95	344	11	203	774	83
Tazewell	220	644	170	358	525	43	425	2,080	466
Union	31	151	28	22	95	22	63	278	8
Vermilion	187	763	106	297	803	84	623	2,463	419
Wabash	46	187	28	102	125	9	44	347	49
Warren	40	186	35	45	196	5	102	489	139
Washington	28	97	11	24	82	13	49	119	56
Wayne	28	123	74	83	123	13	69	444	47
White	74	134	54	75	239	15	91	564	94
Whiteside	113	620	105	305	242	29	213	911	169
Will	323	2,122	324	314	856	157	420	2,348	694
Williamson	83	306	68	131	265	37	273	996	28
Winnebago	309	1,894	261	590	1,704	55	768	4,191	760
Woodford	46	202	29	85	98	18	76	424	36

NUMBER OF CHILDREN WITH EACH EXCEPTIONALITY, BY COUNTY, 1962

KIND OF EXCEPTIONALITY

County	Physical	Speech	Hearing	Blind	Partially Seeing	Socially Maladjusted	Trainable	Educable	Multiple Handicap
TOTAL ILLINOIS	5,471	63,929	2,700	397	1,834	28,455	4,225	25,900	15,347
Adams	24	457	48	1	15	181	7	199	169
Alexander	8	89	4	...	4	12	27	104	55
Bond	3	101	1	1	3	2	...	25	20
Boone	37	83	10	2	12	16	15	27	14
Brown	2	8	...	...	1	12	5	13	5
Bureau	20	53	8	...	2	19	5	62	28
Calhoun	...	14	...	...	1	...	5	21	12
Carroll	6	40	2	1	4	16	10	40	40
Cass	5	58	8	...	1	28	2	61	18
Champaign	51	1,052	37	16	24	460	28	363	451
Christian	11	313	8	...	3	31	9	84	58
Clark	14	140	1	...	3	32	5	56	45
Clay	2	45	5	...	2	11	6	22	8
Clinton	7	39	11	1	7	12	13	88	50
Coles	27	389	10	...	5	82	4	147	76
Cook	3,137	30,321	1,568	262	988	17,327	2,371	14,812	7,356
Crawford	12	163	5	1	7	40	10	37	26
Cumberland	5	96	4	...	3	2	2	22	20
DeKalb	32	442	13	...	7	224	10	86	140
DeWitt	9	60	7	...	2	30	11	31	17
Douglas	11	112	6	...	4	19	5	71	35
DuPage	137	3,426	80	8	43	1,583	109	329	485
Edgar	13	43	2	...	2	22	17	59	29
Edwards	1	30	...	1	...	1	1	8	8
Effingham	12	203	2	...	3	65	10	81	69
Fayette	5	177	2	...	1	6	10	46	22
Ford	7	62	3	...	1	27	5	54	12
Franklin	14	252	14	...	7	44	6	105	63
Fulton	28	121	7	4	5	38	18	105	49
Gallatin	1	15	4	...	2	5	6	22	5
Green	19	76	9	...	3	14	9	49	22
Grundy	7	37	4	1	1	25	9	32	25
Hamilton	6	16	4	...	2	1	...	17	8
Hancock	9	32	8	...	3	26	5	79	24
Hardin	1	28	1	...	...	4	3	25	13
Henderson	4	9	...	1	2	7	7	23	11
Henry	29	89	6	4	11	70	13	95	80
Iroquois	9	78	5	...	2	40	16	89	51
Jackson	18	94	10	1	7	17	23	56	45
Jasper	12	83	1	...	3	20	9	45	26
Jefferson	11	96	8	2	5	21	26	78	14
Jersey	2	302	...	...	3	3	1	130	19
JoDaviess	7	58	2	1	6	7	9	33	30
Johnson	4	14	1	...	1	2	4	16	14
Kane	106	2,813	43	8	37	1,088	42	314	417
Kankakee	51	397	23	1	15	179	31	271	125
Kendall	8	64	2	...	3	15	5	46	18
Knox	32	420	15	2	3	167	22	111	106
Lake	90	2,941	63	6	49	601	77	304	348
LaSalle	41	541	19	5	16	109	28	172	118
Lawrence	6	131	4	1	2	9	20	28	42

KIND OF EXCEPTIONALITY

County	Physical	Speech	Hearing	Blind	Partially Seeing	Socially Maladjusted	Trainable	Educable	Multiple Handicap
Lee	50	82	14	1	9	31	7	74	40
Livingston	10	160	7	...	7	99	13	90	42
Logan	4	201	2	...	3	61	7	58	38
Macon	54	968	27	5	17	402	75	271	212
Macoupin	17	212	7	...	6	41	15	87	54
Madison	134	2,063	59	12	60	535	88	671	476
Marion	14	122	5	1	9	19	17	74	69
Marshall	1	3	...	...	...	2	2	11	4
Mason	9	74	2	...	2	9	10	46	25
Massac	3	59	2	...	1	15	10	33	21
McDonough	15	141	2	...	5	23	5	37	25
McHenry	29	499	9	1	3	93	26	129	73
McLean	80	773	32	4	21	432	33	194	140
Menard	4	19	1	...	...	11	4	33	16
Mercer	3	36	5	2	5	11	3	41	19
Monroe	4	46	4	...	...	12	4	86	30
Montgomery	16	43	3	2	6	20	24	48	35
Morgan	18	329	8	...	...	126	16	119	66
Moultrie	8	142	4	...	2	39	4	45	23
Ogle	6	65	9	2	...	26	6	78	33
Peoria	110	1,107	36	3	80	203	43	435	214
Perry	9	39	4	...	3	15	9	37	22
Piatt	10	54	4	...	...	19	7	40	14
Pike	7	150	6	1	4	21	11	75	55
Pope	...	7	...	...	...	...	2	5	7
Pulaski	10	44	6	...	6	25	12	41	42
Putnam	2	18	...	...	1	6	4	11	8
Randolph	11	86	9	...	6	24	23	87	55
Richland	5	34	2	...	...	17	9	61	27
Rock Island	120	1,536	28	4	18	467	37	226	270
St. Clair	109	2,601	44	2	40	696	142	673	650
Saline	13	107	4	...	3	15	8	55	32
Sangamon	69	79	28	1	28	261	62	399	126
Schuyler	1	17	2	...	...	8	5	22	2
Scott	2	9	4	...	...	6	6	32	31
Shelby	6	49	11	...	4	40	3	67	38
Stark	7	26	2	...	1	9	8	30	7
Stephenson	19	509	11	1	13	91	18	97	102
Tazewell	64	534	24	1	35	199	38	255	103
Union	3	130	6	...	...	3	14	36	11
Vermilion	61	648	45	2	22	200	44	322	260
Wabash	6	98	3	...	4	21	6	67	46
Warren	6	51	4	...	1	60	2	53	44
Washington	6	19	1	...	2	3	12	14	16
Wayne	11	98	8	...	5	20	4	43	18
White	11	74	5	1	2	39	3	38	34
Whiteside	30	387	6	3	12	88	21	115	81
Will	68	1,071	37	10	23	221	82	345	226
Williamson	8	131	8	...	4	12	18	50	40
Winnebago	82	1,161	49	7	21	841	105	495	386
Woodford	13	95	3	...	4	46	7	56	20

RESIDENT — LIVE BIRTHS

County	1961	1962	1963	1964
Adams	1,522	1,423	1,358	1,350
Alexander	335	357	310	312
Bond	263	227	260	256
Boone	439	434	466	446
Brown	124	106	117	105
Bureau	750	696	663	619
Calhoun	117	111	102	114
Carroll	382	369	339	348
Cass	287	277	286	272
Champaign	2,979	2,756	2,685	2,533
Christian	761	726	791	759
Clark	290	299	276	284
Clay	314	250	295	252
Clinton	613	602	533	562
Coles	849	831	733	762
Cook	125,551	122,083	118,728	117,490
Crawford	376	348	326	315
Cumberland	178	217	187	187
DeKalb	1,209	1,183	1,205	1,085
DeWitt	330	345	311	341
Douglas	433	363	370	346
DuPage	7,403	7,577	7,839	7,818
Edgar	432	375	366	395
Edwards	156	131	100	115
Effingham	599	594	551	578
Fayette	380	385	389	358
Ford	332	319	272	278
Franklin	638	590	518	540
Fulton	804	768	730	751
Gallatin	147	131	148	153
Greene	369	330	330	300
Grundy	515	513	534	445
Hamilton	178	158	128	147
Hancock	473	392	453	380
Hardin	110	104	94	86
Henderson	182	171	157	174
Henry	989	1,004	884	947
Iroquois	663	668	655	605
Jackson	919	940	941	953
Jasper	213	242	225	194
Jefferson	612	605	557	541
Jersey	398	393	369	377
JoDaviess	512	514	456	469
Johnson	114	124	99	118

County	1961	1962	1963	1964
Kane	5,355	5,159	5,175	4,984
Kankakee	2,042	2,064	2,088	1,978
Kendall	502	463	490	463
Knox	1,182	1,089	1,128	1,114
Lake	7,099	7,260	7,320	7,157
LaSalle	2,429	2,349	2,158	2,164
Lawrence	320	325	313	309
Lee	787	763	667	665
Livingston	826	803	725	746
Logan	599	615	548	530
McDonough	538	539	530	506
McHenry	2,109	2,105	2,052	2,042
McLean	1,918	1,832	1,849	1,827
Macon	2,698	2,487	2,437	2,487
Macoupin	810	811	736	772
Madison	5,353	5,109	4,954	5,053
Marion	845	750	745	748
Marshall	269	253	232	222
Mason	309	272	324	289
Massac	272	247	238	213
Menard	173	176	187	178
Mercer	346	318	346	310
Monroe	305	360	340	360
Montgomery	613	560	552	581
Morgan	691	640	675	608
Moultrie	278	248	227	241
Ogle	875	824	868	861
Peoria	4,544	4,284	4,005	3,945
Perry	333	348	315	343
Piatt	272	280	271	239
Pike	371	345	320	337
Pope	61	43	59	52
Pulaski	219	226	187	203
Putnam	103	84	105	62
Randolph	659	543	576	519
Richland	328	347	327	345
Rock Island	3,549	3,259	3,360	3,381
St. Clair	6,479	6,374	6,058	6,067
Saline	458	413	382	391
Sangamon	3,412	3,422	3,406	3,355
Schuyler	143	157	143	128
Scott	136	114	114	110
Shelby	431	433	398	419
Stark	175	155	156	144
Stephenson	1,040	1,009	974	974
Tazewell	2,459	2,366	2,316	2,284

County	1961	1962	1963	1964
Union	270	265	261	277
Vermilion	2,118	1,994	1,912	1,863
Wabash	287	286	259	226
Warren	446	419	401	383
Washington	199	228	201	217
Wayne	338	293	307	281
White	345	293	287	281
Whiteside	1,410	1,431	1,348	1,307
Will	4,877	4,980	4,893	4,946
Williamson	840	842	786	807
Winnebago	5,400	5,269	5,132	5,004
Woodford	564	528	485	500

"Resident" refers to births among residents of the area regardless of where the event took place.

Prepared from Vital Statistics Special Report, Bureau of Statistics, Department of Public Health.